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ABSTRACT

In the fall and winter of 1971, the Oregon Educational Coordinating Council and the Office of High School Relations of the State Department of Higher Education undertook a project to survey the future plans of all Oregon high school seniors. This report presents a summary of the results of this survey and some important implications of the survey results for postsecondary education in Oregon. Summary of major findings includes: (1) The majority (70 percent) of Oregon high school seniors who graduate in 1972 plan to continue their education at the postsecondary level in the fall of 1972. (2) The future educational plans of Oregon high school seniors are closely related to the educational background of their parents. (3) The post-high school plans of members of certain minority groups in Oregon are significantly different from the majority of Oregon high school seniors. (4) The vast majority of Oregon high school seniors who plan to continue their education at the postsecondary level intend to enroll in Oregon institutions. (5) Roughly equal numbers of Oregon high school seniors intend to enroll in vocational-technical and academic programs at the postsecondary level. (6) The primary reason motivating Oregon high school seniors to pursue post-high school education is a desire to learn skills that are necessary for a job or career. Appendixes include the survey questionnaire and the coding system for the questionnaire. Related tables accompany the text. (Author/PG)

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FUTURE PLANS OF 1972
OREGON HIGH SCHOOL SENIORS

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June 1972

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TABLE OF CONTENTS

Summary of Major Findings i

Survey Procedures 1

Results of the Survey 1

Activity Preferences of the Class of 1972 2

School Preferences of the Class of 1972 5

Post-High School Program Preferences of the Class of 1972 9

Factors Influencing Post-High School Plans of the Class of 1972 . . . 12

Implications of the Survey Findings for Future Educational Needs. . . 17

Appendix A 20

Appendix B 21

Appendix C 23

LIST OF TABLES

I. First Choice Post-High School Activities of the Class of 1972 By Type of High School Program 2

II. First Choice Post-High School Activities of the Class of 1972 By Parents' Educational Attainment 4

III. First Choice Activities of the Class of 1972 By Cultural Groups 6

IV. First School Preference of the Class of 1972 By Type of High School Program 7

V. First School Preference of the Class of 1972 By Parents' Educational Attainment 8

VI. Type of College Program Preferences of the Class of 1972 By Type of High School Program 9

VII. Type of College Program Preferences of the Class of 1972 By Cultural Group 10

VIII. Type of College Program Preferences of the Class of 1972 By Parents' Educational Attainment 11

IX. Expected Majors of the Class of 1972 By Sex 13

X. First Reasons for Taking Post-High School Education of the Class of 1972 By Type of High School Program 14

XI. Primary Reasons for School Preference of the Class of 1972 By First School Preference 16

XII. Primary Reasons Given By Respondents for Choosing Post-High School Activities Other Than Education 17

SUMMARY OF MAJOR FINDINGS

1. THE MAJORITY (70%) OF OREGON HIGH SCHOOL SENIORS WHO GRADUATED IN 1972 PLAN TO CONTINUE THEIR EDUCATION AT THE POST-SECONDARY LEVEL IN THE FALL OF 1972.

2. THE FUTURE EDUCATIONAL PLANS OF OREGON HIGH SCHOOL SENIORS ARE CLOSELY RELATED TO THE EDUCATIONAL BACKGROUND OF THEIR PARENTS.

3. THE POST-HIGH SCHOOL PLANS OF MEMBERS OF CERTAIN MINORITY GROUPS IN OREGON ARE SIGNIFICANTLY DIFFERENT FROM THE MAJORITY OF OREGON HIGH SCHOOL SENIORS.

4. THE VAST MAJORITY OF OREGON HIGH SCHOOL SENIORS WHO PLAN TO CONTINUE THEIR EDUCATION AT THE POST-SECONDARY LEVEL INTEND TO ENROLL IN OREGON INSTITUTIONS.

5. ROUGHLY EQUAL NUMBERS OF OREGON HIGH SCHOOL SENIORS INTEND TO ENROLL IN VOCATIONAL-TECHNICAL AND ACADEMIC PROGRAMS AT THE POST-SECONDARY LEVEL.

6. THE PRIMARY REASON MOTIVATING OREGON HIGH SCHOOL SENIORS TO PURSUE POST-HIGH SCHOOL EDUCATION IS A DESIRE TO LEARN SKILLS WHICH ARE NECESSARY FOR A JOB OR CAREER.

In the Fall and Winter of 1971, the Oregon Educational Coordinating Council and the Office of High School Relations of the State Department of Higher Education undertook a project to survey the future plans of all Oregon high school seniors. The Office of High School Relations has conducted a preference survey of high school seniors for a number of years, and in 1971, the Educational Coordinating Council joined in a cooperative effort to expand this survey to include more information which will be useful for educational planning at both the state and institutional levels. This report presents a summary of the results of this survey and some important implications of the survey results for post-secondary education in Oregon.

SURVEY PROCEDURES

The 1972 High School Plans questionnaire was distributed to all public and private high schools in Oregon in the Fall of 1971. The questionnaire was distributed to all high school seniors by school district personnel, and the completed forms were returned to the Office of High School Relations for processing. A total of 28,059 usable questionnaires were returned and transferred to computer files for analysis. This sample represents approximately 78 percent of the total number of high school seniors enrolled in Oregon, according to estimates by the State Department of Education. A copy of the survey questionnaire is included as an appendix to this report.

RESULTS OF THE SURVEY

The information supplied by the respondents to the questionnaire provides a comprehensive view of the post-high school expectations of

Oregon high school seniors. The data collected through the survey also includes several important characteristics of the respondents, including sex, type of high school program, cultural background and family educational background. The tables presented below summarize the responses of various groups of high school seniors to questions about their post-high school plans.

ACTIVITY PREFERENCES OF THE CLASS OF 1972

Each high school senior who responded to the survey indicated a first and second choice activity which he or she wished to pursue after graduation. Table I shows the first activity preferences of the respondents, broken down according to the type of high school program in which they were enrolled.

TABLE I

FIRST CHOICE POST-HIGH SCHOOL ACTIVITIES OF THE CLASS OF 1972 BY TYPE OF HIGH SCHOOL PROGRAM

	College Preparatory	Vocational Technical	General Or Combined	Total
	%	%	%	%
Work, Military or Homemaking	9.8	39.9	34.9	29.0
School or College (Full-time)	73.0	30.9	41.6	48.3
School or College (Part-time)	16.2	27.2	21.9	21.2
Other, (Travel, etc.)	1.0	2.0	1.6	1.5
	100.0	100.0	100.0	100.0
	N = 6,575	N = 3,533	N = 15,181	N = 25,289

It can be seen that while there is some variation in activity preference among students in the three major types of programs, the majority of the respondents indicated a desire to continue their education on either a full-time or part-time basis. Approximately 48 percent of the seniors indicated that they intend to attend school or college on a full-time basis, and an additional 21 percent indicated that they would pursue post-secondary education in conjunction with either work or homemaking. About 29 percent of the respondents indicated a desire to work full-time, enter military service or become a homemaker.

It can be seen from Table I that the type of high school program in which students are enrolled is related to their first post-high school activity preference. Students in college preparatory programs are much more likely to choose full-time school or college, while vocational-technical students are more likely to indicate work, military, or homemaking as their first choice activity even though a majority of these students plan to continue their education. The greatest number of students responding to the survey indicated that they were enrolled in a general high school program or a program which combined college preparatory and vocational-technical education, and these students were slightly less likely than the average to indicate full-time college as their first preference.

High school seniors were asked to indicate the years of school completed by their parents on the survey questionnaire. Table II shows the relationship between the first preferences indicated by respondents and the educational attainment of their parents.

TABLE II

FIRST CHOICE POST-HIGH SCHOOL ACTIVITIES OF THE CLASS OF 1972 BY PARENTS' EDUCATIONAL ATTAINMENT

	High School or Less	Some Post Secondary	Post Secondary Graduate	Total
	%	%	%	%
Work, Military or Homemaking	37.4	20.2	14.4	29.9
School or College (Full-time)	40.1	58.3	66.3	48.4
School or College (Part-time)	21.0	20.5	18.0	20.3
Other, (Travel, etc.)	1.5	1.0	1.3	1.4
	100.0	100.0	100.0	100.0
	N = 13,448	N = 2,656	N = 4,840	N = 20,944

It is apparent from Table II that parents' education is closely related to the post-high school plans of members of the Class of 1972. Students whose parents have attended college were much more likely to indicate full-time school or college as their first preference than students from families with no post-high school educational background. Seniors whose parents have been exposed to post-secondary training were much less likely to indicate work, military service or homemaking as their first preference. It is interesting to note that parents' educational background does not seem to be closely related to post-high school plans among students indicating part-time education as their first preference.

Table III shows the first post-high schcol activity preferences of high school seniors according to their cultural and racial backgrounds. The post-high school plans of high school seniors vary widely among the members of major ethnic groups. Students of American Indian and Mexican American descent are much more likely to choose work, military, or homemaking as their first preference, and these same students are less likely to desire post-high school education than members of other ethnic groups. Students who come from Oriental American families are much more likely to indicate full-time school or college than any other group, and these students indicate work, military service, or homemaking as their first choice less frequently than students from other types of cultural backgrounds. Black students indicated work, military service, or homemaking less frequently than the average, and these students tended to choose either full-time or part-time school more often than the majority of students.

SCHOOL PREFERENCES OF THE CLASS OF 1972

The respondents to the High school Preference Survey who indicated school or college as their first or second choice post-high school activity were asked to list their first and second choices of schools which they would like to attend. Table IV shows the first school preferences of those seniors who indicated that they wished to continue their education, broken down according to the type of high school program in which they were enrolled.

TABLE III

FIRST CHOICE ACTIVITIES OF THE
CLASS OF 1972 BY CULTURAL GROUPS

	American Indian	Black	Mexican American	Oriental American	White	Other	Total
	%	%	%	%	%	%	%
Military, Work or Homemaking	43.8	24.7	43.8	18.1	31.1	38.3	31.2
School or College (Full-time)	40.3	51.7	37.6	63.0	46.9	40.6	46.9
School or College (Part-time)	14.7	22.3	16.8	16.3	20.6	17.3	20.5
Other, (Travel, etc.)	1.2	1.3	1.8	2.6	1.4	3.8	1.4
TOTAL	100.0	100.0	100.0	100.0	100.0	100.0	100.0
	N = 320	N = 238	N = 173	N = 227	N = 22,276	N = 261	N = 23,495

TABLE IV

FIRST SCHOOL PREFERENCE OF THE CLASS OF 1972 BY TYPE OF HIGH SCHOOL PROGRAM

	College Preparatory	Vocational Technical	General Or Combined	Total
	%	%	%	%
State Dept. of Higher Ed.	55.2	29.4	41.3	43.9
Oregon Community College	14.8	47.3	36.7	31.6
Oregon Independent College	8.3	2.0	4.2	5.2
Oregon Private Voc/Tech School	2.6	13.5	7.5	6.8
Out-of-State	19.3	7.8	10.3	12.5
TOTAL	100.0	100.0	100.0	100.0
	N = 6,153	N = 2,685	N = 11,703	N = 20,541

It can be seen from the above table that there is considerable variation in the type of institution preferred by students in the three major high school programs. Students in college preparatory programs are most likely to choose four-year institutions in the State System of Higher Education or Oregon independent colleges, while vocational-technical students are likely to choose community colleges or private vocational schools. Most of this variation is probably explained by the differences in program emphasis in the various types of schools, a relationship which will be explored below. It should be noted that the vast majority (88%) of high school seniors who plan to continue their education at the post-secondary level wish to do so in Oregon institutions.

The type of school preferred by high school seniors is also related to the educational background of his or her parents. Table V presents the type of institutions preferred by the respondents, broken down according to parents' educational attainment.

TABLE V

FIRST SCHOOL PREFERENCE OF THE CLASS OF 1972 BY PARENTS' EDUCATIONAL ATTAINMENT

	High School Or Less	Some Post Secondary	Post Secondary Graduate	Total
	%	%	%	%
State Dept. of Higher Ed.	40.5	48.9	51.2	44.4
Oregon Community Colleges	36.4	26.2	18.6	30.3
Oregon Independent Colleges	4.4	6.2	7.6	5.4
Oregon Private Voc/Tech Schools	8.9	5.0	3.0	6.8
Out-of-State	9.8	13.7	19.6	13.1
TOTAL	100.0	100.0	100.0	100.0
	N = 10,109	N = 2,322	N = 4,375	N = 16,806

It can be seen from the above table that preferences for four-year institutions are highest among students whose parents have had some exposure to post-secondary education, and two-year and vocational-technical schools are chosen most frequently by students whose parents have not had any post-high school education.

POST-HIGH SCHOOL PROGRAM PREFERENCES OF THE CLASS OF 1972

High school seniors who indicated activity preferences which involved school or college were asked to indicate whether they intended to enroll in a vocational-technical program or an academic program. Table VI shows the type of program chosen by seniors in each of the three major high school programs.

TABLE VI

TYPE OF COLLEGE PROGRAM PREFERENCES OF THE CLASS OF 1972 BY TYPE OF HIGH SCHOOL PROGRAM

	College Preparatory	Vocational Technical	General Or Combined	Total
	%	%	%	%
Vocational Technical	25.9	85.7	52.1	48.9
Academic	74.1	14.3	47.9	51.1
TOTAL	100.0	100.0	100.0	100.0
	N = 5,855	N = 2,712	N = 10,520	N = 19,087

It can be seen from the table that the number of students indicating each type of post-secondary program is roughly equal for the total sample. As would be expected, most high school seniors tend to prefer post-secondary programs which are similar to the type of program which they were enrolled in at the secondary level. Students in general high school programs were slightly more likely to choose vocational-technical programs when compared to the total sample.

TABLE VII

TYPE OF COLLEGE PROGRAM PREFERENCES OF
THE CLASS OF 1972 BY CULTURAL GROUP

	American Indian	Black	Mexican American	Oriental American	White	Other	Total
	%	%	%	%	%	%	%
Vocational Technical	54.8	49.4	58.2	36.3	48.8	56.2	48.9
Academic	45.2	50.6	41.8	63.7	51.2	43.8	51.1
TOTAL	100.0	100.0	100.0	100.0	100.0	100.0	100.0
	N = 210	N = 156	N = 110	N = 179	N = 16,361	N = 185	N = 17,201

The types of post-high school programs preferred by students in each of the major cultural groups in Oregon are shown in Table VII.

High school seniors whose cultural background is either American Indian or Mexican American were more likely to specify vocational-technical preference than other students, while Oriental American respondents showed a strong desire to enroll in academic programs. The preferences of black students in the survey were quite close to the average, with a very slight tendency to prefer vocational-technical programs.

Table VIII breaks down the type of programs preferred by high school seniors according to the educational background of their parents.

TABLE VIII

TYPE OF COLLEGE PROGRAM PREFERENCES OF THE
CLASS OF 1972 BY PARENTS' EDUCATIONAL ATTAINMENT

	High School Or Less	Some Post Secondary	Post Secondary Graduate	Total
	%	%	%	%
Vocational Technical	54.9	43.2	31.3	47.2
Academic	45.1	56.8	68.7	52.8
TOTAL	100.0	100.0	100.0	100.0
	N = 9,439	N = 2,156	N = 4,056	N = 15,651

It is clear from the above table that students whose parents' background includes post-secondary training are much more likely to choose academic post-secondary programs, and those students whose parents have not been exposed to post-secondary training are more likely to prefer vocational-technical fields.

While there is very little difference to be found in the post-secondary plans of male and female high school seniors in the survey, sex does seem to be an important factor in determining the type of major preferred by members of the Class of 1972. The expected majors in both vocational-technical and academic fields, broken down according to sex, are shown in Table IX.

Table IX shows that the number of males and females choosing either vocational-technical or academic programs is roughly equal, but within each major area there are significant differences between the sexes. Some specific majors, particularly in the vocational-technical area, are chosen almost exclusively by males while other fields are highly preferred by females.

FACTORS INFLUENCING POST-HIGH SCHOOL PLANS OF THE CLASS OF 1972

The high school preference questionnaire included several questions which dealt with the factors which influenced the post-high school plans of the respondents. Table X shows the most important reasons for desiring post-secondary education which were indicated by the high school seniors, broken down by the type of high school program in which the students were enrolled.

It is apparent from Table X that by far the most important reason for attending a post-secondary institution among all students is career preparation. There is a tendency for students in college preparatory programs to cite other reasons as most important but the vast majority of all students indicated that learning skills necessary for a job or career was their primary motivation in continuing their education.

TABLE IX

EXPECTED MAJORS* OF THE
CLASS OF 1972 BY SEX

	Male	Female	Total	
	%	%	%	
Vocational/Technical				
Agriculture	7.2	1.0	4.1	1.4
Distributive Ed.	0.5	0.7	0.6	1.1
Health Education	1.8	11.6	6.7	5.8
Home Economics	.2	1.5	.8	1.6
Office Education	2.6	16.0	9.2	9.5
Technical Ed.	10.7	3.9	7.3	6.6
Trade & Industry	22.1	10.5	16.4	4.7
Voc/Tech, General	5.1	3.4	4.2	
TOTAL VOC/TECH	50.1	48.6	49.4	
Academic				
Humanities	5.0	8.0	6.5	7.3
Education	4.7	12.0	8.3	5.8
Social Science	3.4	6.6	5.0	4.1
Professional	19.9	15.1	17.5	21.8
Science	10.2	4.2	7.3	9.4
Multi-Discipline	.8	.8	.8	.1
Academic, General	5.8	4.7	5.3	19.0
TOTAL ACADEMIC	49.9	51.4	50.6	
TOTAL	100.0	100.0	100.0	
	N = 9,733	N = 9,541	N = 19,274	

*The classification system used in coding majors is included in Appendix B.

TABLE X

FIRST REASONS FOR TAKING POST-HIGH SCHOOL EDUCATION
OF THE CLASS OF 1972 BY TYPE OF HIGH SCHOOL PROGRAM

	College Preparatory	Vocational Technical	General Or Combined	Total
	%	%	%	%
To Learn Skills Necessary For a Job or Career	77.7	91.2	84.4	83.4
To Become Involved in Political or Social Change	2.6	1.0	2.0	2.1
To Gain Knowledge To Become a Better Citizen	2.0	.8	1.4	1.5
To Be Exposed To Scientific And Cultural Achievements	5.9	1.0	2.4	3.2
To Learn New Recreational Skills (Include Hobbies)	1.1	.8	1.4	1.2
To Make New Friends	.3	.5	.5	.5
To Acquire Better Self-Understanding	6.0	2.1	4.7	4.7
Other	4.3	2.7	3.2	3.4
TOTAL	100.0	100.0	100.0	100.0
	N = 6,384	N = 3,064	N = 13,029	N = 22,477

The survey questionnaire provided high school students who indicated post-high school institutional preferences an opportunity to indicate their reasons for choosing a particular school. Table XI shows the most important reason for choosing a post-high school institution indicated by the respondents to the survey, broken down according to the type of school preferred by the students.

It is clear from Table XI that certain factors are particularly influential in motivating students to choose each type of institution. The reputation of an institution in the high school student's field of interest is very important among most students, except those indicating a preference for Oregon community colleges. Students whose first choice post-high school institution is an Oregon community college tended to cite low-cost and convenient location more often than seniors with preferences for other types of institutions. It is also interesting to note that students who prefer private vocational-technical schools are more likely to cite courses which can be completed in a short length of time as the most important factor influencing their choice.

Table XII shows the primary reasons given by students who do not plan to enter any type of post-secondary training for choosing some other activity. The most frequently cited reasons other than long-term commitment to a particular activity are related to a desire to go to work immediately or lack of financial resources for school. Both of these reasons are highly related to the economic status of the student. Another reason for not continuing school which was cited by a significant number of students seems to be related to a general boredom or dissatisfaction with going to school.

TABLE XI

PRIMARY REASONS FOR SCHOOL PREFERENCE OF THE CLASS OF 1972 BY FIRST SCHOOL PREFERENCE

	State Dept. of Higher Ed. Institutions	Oregon Community Colleges	Oregon Independent Colleges	Ore. Private Vocational Technical	Out of State	Total
	%	%	%	%	%	%
School Is Conveniently Located	22.1	41.1	14.8	17.5	9.9	25.9
School Offers Both Day And Night Courses	0.6	3.4	.5	1.5	.9	1.6
School Has Low Tuition, Fees, and Living Expenses	5.4	16.0	2.3	3.3	3.6	8.3
Program Can Be Completed In A Short Time	1.1	5.1	.3	15.3	1.6	3.3
School Allows Me To Work Part-time	2.2	6.2	1.7	4.6	2.3	3.6
School Has A Good Reputation In My Field Of Interest	47.3	17.1	55.5	45.3	51.1	38.5
School Offers A Recognized Degree Or Certificate	5.9	2.7	4.9	6.0	4.9	4.7
School Has A Wide Variety Of Courses	10.6	5.2	5.3	2.4	8.6	7.8
Other	4.7	3.1	14.7	4.3	17.1	6.2
TOTAL	100.0 N = 8,553	100.0 N = 6,198	100.0 N = 1,004	100.0 N = 1,272	100.0 N = 2,439	100.0 N = 19,466

TABLE XII

PRIMARY REASONS GIVEN BY RESPONDENTS
FOR CHOOSING POST-HIGH SCHOOL
ACTIVITIES OTHER THAN EDUCATION

Reason	%
What I Always Wanted	21.4
Expected To Be Drafted	5.1
Enough Education	8.9
Cannot Afford School	13.1
Grades Are Too Low	5.9
Tired of School	13.2
Want To Work Immediately	17.3
Friends Are Not Going To School	.2
Other	14.8
TOTAL	100.0
	N = 6,047

IMPLICATIONS OF THE SURVEY FINDINGS FOR FUTURE EDUCATIONAL NEEDS

The analysis of the results of the high school preference survey presented above has some important implications for future educational needs in Oregon. These implications are critical for both the level of educational services which will be needed at the post-high school level if student demands are to be met and the type of programs that will be in demand.

One of the most important findings of the study is the strong relationship which was found to exist between parents' educational background and students' post-high school plans. This finding implies that as the number of adults in the state who have had education beyond high school increases, the demand for post-high school training among the children of these individuals will increase significantly. The survey also indicates that the children of individuals with post-high school training will tend to major in academic fields if the present relationship holds. Given the growing number of adults in Oregon who have had some type of post-secondary training, it seems apparent that the demands for post-high school training in academic areas will increase significantly in future years. Further study is clearly needed to determine the implications of this trend for the labor market in the state of Oregon.

Another important implication of the high school preference survey related to the finding that high school students of American Indian and Mexican American ethnic background are not as likely to pursue post-high school training as members of other major cultural groups in the state. This finding would seem to imply that special efforts need to be made to explore the educational needs of these groups to insure that their lack of interest in post-high school training is not a result of racial or religious discrimination.

The finding that the majority of students, regardless of the type of program or institution in which they intend to enroll, perceive career preparation as the major factor in motivating them to pursue post-high school training is of critical importance in determining the future

program content of post-secondary education programs. Even though present trends seem to indicate that the demand for academic post-secondary training will increase in future years, it seems equally clear that the content of all programs will have to deal directly with the career needs of students as well as the other needs expressed by students in their indicated reasons for attending post-secondary programs.

The tendency of high school seniors who were enrolled in vocational-technical programs to desire vocational training at the post-secondary level has some important implications due to the present trend to increase enrollments in vocational-technical programs at the secondary level. It would appear that if this trend continues the demand for vocational-technical programs at the post-secondary level will increase in future years.

It is extremely difficult to assess the possible implications of this relationship, however, due to the relationship between parents' education and student plans mentioned earlier. Further study is definitely warranted to determine whether enrollment in vocational-technical programs or parents' education will be more influential in determining the post-high school plans of future high school students. Further study is also needed to determine if parents' education is a significant factor in determining whether high school students will enroll in vocational-technical or college preparatory programs at the secondary level.

Class of 1972 Post High School Plans*

High School .....

Your Name ..... ☐M ☐F ☐☐☐ ☐☐ ☐☐☐☐
Last First Middle *Social Security Number*

Address ..... City ..... County ..... Zip Code .....Home Phone .....

1. **Write "1"** in front of the activity you will most likely pursue next September and **write "2"** in front of the activity you would most likely pursue if you cannot follow your first choice.
   - ..... Work
   - ..... School or College
   - ..... Military
   - ..... Marriage(Homemaking)
   - ..... Marriage and school
   - ..... Work and school
   - ..... Work then school
   - ..... Military then school
   - ..... Other, (please specify) .....

2. If either of your preferences listed above involves school or college, please show first (1) and second (2) choice of schools you wish to attend.

   1. _____ *(Name of School)*
   2. _____ *(Name of School)*

   ☐ If you wish to receive information from these schools please check boxes at left.

3. If you wish to receive information from schools in Oregon other than those listed above, please indicate school(s) below.

   ..... *(Name of School)* *(Location)*
   ..... *(Name of School)* *(Location)*

4. What kind of high school program are you presently taking?
   - ..... College Prep
   - ..... Vocational-Technical (specify type) .....
   - ..... General or combined program

5. If either of your choices in question No. 2 involves school or college, please indicate what major field you want to pursue.
   - ..... Vocational-Technical(specify) .....
   - ..... Academic(specify) .....

6. If you indicated school or college above, or if you think you might attend school (including vocational school) at any time in the future, please read the following reasons for attending school and then place a "1" in front of the reason you feel to be the most important a "2" in front of the second most important reason and a "3" in front of the third most important reason.
   - ..... to learn skills necessary for a job or career
   - ..... to become involved in political or social change
   - ..... to gain knowledge to be a good citizen
   - ..... to be exposed to scientific and cultural achievements
   - ..... to learn new recreational skills (for example, athletics)
   - ..... to make new friends
   - ..... to acquire better self understanding
   - ..... other (specify) .....

*For studies to be conducted by the Office of High School Relations and the Educational Coordinating Council.

7. If you indicated a first choice school in question No. 2, please place a "1" in front of the most important reason for choosing this school, a "2" in front of the second most important reason and a "3" in front of the third most important reason.
   - ..... the school is conveniently located
   - ..... the school offers both day and night courses
   - ..... the school has low tuition, fees, and living expenses
   - ..... the program can be completed in a short time
   - ..... the school allows me to work part-time
   - ..... the school has a good reputation in my field of interest
   - ..... the school offers a recognized degree or certificate
   - ..... the school has a wide variety of courses
   - ..... other (specify) .....

8. If your first choice activity in question "1" does not involve school or college, please place a "1" in front of your most important reason for making this choice, a "2" in front of your second most important reason and a "3" in front of your third most important reason.
   - ..... It is what I always wanted to do
   - ..... I expect to be drafted
   - ..... I have enough education for what I want to do
   - ..... I can't afford to go to school
   - ..... My grades are too low to go to school
   - ..... I'm tired of going to school
   - ..... I want to go to work immediately
   - ..... My friends are not going to school
   - ..... other (specify) .....

Supplemental Questions

9. Cultural Group (optional):
   - ..... American Indian
   - ..... Black
   - ..... Mexican American
   - ..... Oriental American
   - ..... White
   - ..... Other (specify) .....

10. What is the highest grade in school completed by:
    - your father .....
    - your mother .....

11. What type of work do your parents do (for example, salesman, cook, etc)
    - Father .....
    - Mother .....

CODING SYSTEM FOR ACADEMIC PROGRAMS

21.0000 HUMANITIES

- 21.0600 Communications
- 21.1000 Fine and Applied Arts
- 21.1100 Foreign Languages
- 21.1500 Letters

22.0000 EDUCATION

- 22.0800 Education

23.0000 SOCIAL SCIENCE

- 23.2000 Psychology
- 23.2100 Public Affairs and Services
- 23.2200 Social Sciences

24.0000 PROFESSIONAL

- 24.0200 Architecture and Environmental Design
- 24.0500 Business and Management
- 24.0900 Engineering
- 24.1200 Health Professions
- 24.1300 Home Economics
- 24.1400 Law
- 24.1600 Library Science
- 24.1800 Military Science
- 24.2300 Theology

25.0000 SCIENCE

25.0100 Agriculture and Natural Resources

25.0400 Biological Sciences

25.0700 Computer and Information Sciences

25.1700 Mathematics

25.1900 Physical Sciences

26.0000 MULTIDISCIPLINARY PROGRAMS

26.0300 Area Studies

26.4900 Interdisciplinary Studies

APPENDIX C

VOCATIONAL-TECHNICAL INSTRUCTIONAL PROGRAMS

01.000000 Agriculture

04.000000 Distributive Education

07.000000 Health Occupations Education

09.000000 Home Economics

14.000000 Office Occupations

16.000000 Technical Education

17.000000 Trade and Industrial Occupations

10.000000 General